Lesson Plan Template Rev 10/1/09 Dr. Thieman

Name: James Gent\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Age/Grade Level\_\_3rd\_\_\_\_\_\_\_\_\_\_\_

Subject Area(s)\_\_Elementary Music\_\_\_\_\_ Unit Title\_Harmony\_\_\_\_\_\_\_\_\_\_\_\_\_

Lesson Title\_\_Harmony Assessment\_\_\_\_\_ Estimated Time\_\_45 Minutes\_\_\_\_\_

**Purpose/Rationale for lesson:**

**Curriculum Framing Questions:**

Essential Question: How and why should we collaborate musically with others?

Unit Question that applies to this lesson: What can Harmony add to music?

Lesson or Content Question(s):

* How can you fit into the ensemble in a pleasing manner?
* How might you detract from the ensemble?

**Goal:** Develop an understanding that adding layers to music can be both beneficial and detrimental and utilize this knowledge to create an enriching performance of a known piece.

**Learning Objective(s):**

Students will:

* Sing or play instruments in 2-part or 3-part harmony
* Compare and contrast different performances of the same piece of music
* Produce a group arrangement of a known round.

**Curriculum Standard(s):**

* Sing alone or together
* Improvise/Compose music
* Reading and notating music
* Evaluate music and music performances

**Materials Needed:**

* Stereo System
* Quality recording of “All things shall Perish”
* 28 Copies of *The Swan* with words and Solfege (Master copies or Score)
* Digital copy of *The Swan* with words and Solfege (Master copies or Score)
* Digital Copy of *Coffee* with word and Solfege (Master Copy or Score)
* Digital Copy of *Hey H, Nobody Home*
* Quality recording of *The Swan*
* Quality recording(s) of *Coffee* (possible separate vocal and instrumental recordings)
* Barred Percussion instruments and Mallets (only with bars for *The Swan*)
* Smartboard/Whiteboard
* Projector
* Student Self-Evaluation Forms
* "Deck of Fate" – 4 Playing cards, Ace-4

**Background knowledge or skills students need prior to lesson:**

* Matching Pitch
* Differentiate Rhythm from Beat
* Solfege Syllables
* Prior Knowledge of *The Swan*

**Hook or Introduction** (5-7 minutes)

* Students enter the room while recording of *Coffee* playing on loop.
* Once all students in the room and seated, let the recording finish and then turn off.
* Project *Coffee* on Smartboard
* Teacher Teaches round in chunks, first on solfege then words
* Students Mimic, then perform once it is learned
* Teacher plays recording again (or a different recording)
* Teacher asks students what they like about the recorded version
* Students reply (dynamic contrast, rise and fall in the music, can hear all parts)
* Students perform again trying to keep factors in mind, introducing concept of blend

**Procedures:** (7-10 minutes)

* Teacher projects *Hey Ho Nobody Home* on Whiteboard.
* Teach round in chunks, first on solfege then words
* Students perform once through
* Teacher circles:
  + Measure 1: "Ho"
  + Measure 2 "Mon"
  + Measure 3 "-ry"
  + Measure 4 "Home"
* Students perform again, but teacher has one group (or select TAG students) yell the circled words as they reach them.
* Teacher Records
* Play back for the class
* Ask the kids if this was a good performance, or if the first time was better. If not ask how it could be made better (Answer: blending)
  + Students may need guiding. Second time through likely to be better for most students, individually
* If time, allow students to change circled syllables and repeat.

(30-35 Minutes)

* Teacher leads students in singing *The Swan.*
* Teacher records this performance.
* Teacher plays back what the students sang, followed by a stylized recording
* Teacher calls on students asking:
  + “What do you hear?”
  + "What makes this performance sound different from your performance?”
  + “What do you like about this performance, and what do you like about your performance?”
  + “What would you change in your next performance of *The Swan*?”
* Teacher instructs students to break into 4 groups of 6-7 students. 2 groups are on one side of the room, and 2 on the other.
* Teacher passes out hard copies of *The Swan* and self-evaluations while students sort selves out. Teacher counts from 30 during this time to refocus students. (approx. 2 minutes)
* Students sit with groups, hands on head and silent once ready.
* Teacher lets each student decide whether they would like to sing or play in their group. Teacher instructs: “Groups can be all players, all singers, or a combination of the two.”
* Students playing get nearby barred instrument to play.
* Sing/Play as whole class again
* Groups work independently, and practice at a low volume level (*piano*, not *forte*)
* Groups write down how students are entering during practice

**Closure**

* Performance
  + Groups can volunteer to go first, or chosen who goes first if they are reluctant.
  + Teacher Records (Audio and/or Video)
  + Teacher cues and conducts them
* Students verbally self-evaluate, listeners provide feedback
  + What they liked
  + What could be done better next time
* After all performances, Students write out evaluations
  + Which group they like best, why?
  + What they liked about their own group, why?
  + What they liked about their own personal perfomance, why?
  + What they personally could have done better, why?
* Teacher collects as students leave

**Differentiation/Accommodation**

Language: Provide list of terms and simplified definitions for self-evaluation

ADHD: Multiple Instruments, Practice Pads to play on, Squishy Ball provided to squeeze during others’ performances

TAG: Group leaders, chosen for activity in *Hey Ho, Nobody Home,* Ask to Sing and Play or Sing and play in canon during their performances.

**Attention to Literacy:** Review Terms: piano and forte. New Terms: blend, balance

**Assessment and Evaluation of Student Learning:**

Student can sing accurate pitches

Student can play accurate pitches

Student can blend with group

Student can sing/play with accurate rhythm (starts/ends at the correct time, stays together)